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ABSTRACT

An evaluation was done of the 1992 Parent Involvement Program Institute (PIPI), a program sponsored by the Office of Parent Involvement of the New York City Board of Education and held at Pace University (New York City). The PIPI brought together parents to showcase successful program components, and to provide help and encouragement to parents who want to adopt, initiate, or expand the showcased PIPI programs in their children's schools or community school districts. The evaluation was conducted by asking participants at the close of the PIPI to complete a questionnaire about their attitudes about the PIPI. Of the 352 PIPI attenders, 204 (58 percent) completed evaluation questionnaires. Analysis of the responses indicate that most attenders were parents, most rated aspects of the PIPI "very useful," 70 percent found the PIPI's organization excellent, and 90 percent reported "extensive" opportunities to ask questions and present ideas. Aspects of the PIPI considered most useful in descending order were personal interaction among participants, program successes in the schools, PIPI format and speakers, and parent involvement in the schools and at meetings. This analysis concludes that the PIPIs should continue and provides suggestions for several changes and enhancements. (JB)

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ED351428

OREA Report

FINAL EVALUATION REPORT

OF

1992 PARENT INVOLVEMENT PROGRAM INSTITUTE: PARENTS AS PARTNERS WITH SCHOOLS

AUGUST, 1992

WDRP 962

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FINAL EVALUATION REPORT

OF

1992 PARENT INVOLVEMENT PROGRAM INSTITUTE: PARENTS AS PARTNERS WITH SCHOOLS

AUGUST, 1992

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5/92

EXECUTIVE SUMMARY

INTRODUCTION AND INSTITUTE OBJECTIVES

The 1992 Parent Involvement Program Institute was held on April 15th at Pace University, under the auspices of the Office of Parent Involvement (OPI), headed by Edna Suarez-Colomba, Director, in cooperation with Pace University. Parents from throughout the city were brought together in workshops with Parent Involvement Program (PIP) coordinators and staff, and other interested individuals.

The goals of the institute were to:

- Showcase successful Parent Involvement Program components taking place in the schools and Community School Districts, and
- Provide help and encouragement to parents who want to adopt, initiate, or expand the showcased institute programs in their children's schools and Community School District.

OPI invited the following groups of individuals to attend the PIP inst itute:

- Three to five parents from each participating PIP school;
- Members of the Chancellor's Parent Advisory Council;
- Superintendents, or their representatives, from all Community School Districts; and
- Members of the Citywide Parent Leadership Group.

The current document is an evaluation of the institute, analyzed by the Division of Strategic Planning and Development's Office of Research, Evaluation and Assessment (OREA).

EVALUATION OBJECTIVES

In order to determine the overall success of the institute, OREA set the following evaluation objectives:

- To identify institute participants as parents, or PIP coordinators or staff, or other interested individuals;
- To indicate aspects of the institute that participants judged were most and least useful; and,

- To detail the extent to which participants perceived the institute to be well-organized, and they were offered opportunities to ask questions and present ideas; and,

- To cite the improvements that institute participants suggested.

FINDINGS

In total, 204 out of 352 institute attendees (or 58.0 percent) from all districts completed an evaluation questionnaire. Their responses included:

- Most attendees returning a questionnaire were parents (56.4 percent); other respondents were PIP coordinators and staff, and other individuals;

- The majority of respondents rated these aspects of the institute as "very useful:" workshops (65.7 percent mentions), content and ideas discussed (64.7 percent), opportunities to network with people from other programs (57.4 percent), and the materials distributed (i.e., the handouts)(54.4 percent).

    - On average, 60.6 percent of the respondents considered the total of the four institute components as "very useful."

- On an open-ended item, individuals most often considered these aspects of the institute as "most useful":

    - personal interaction among participants (26.5 percent mentions);

    - program successes in the schools (9.8 percent);

    - institute format and speakers (9.3 percent); and,

    - parent involvement in the schools and at meetings (8.3 percent).

- Conversely, most respondents reported that nothing about the institute was "least useful" (64.2 percent mentions) or, concluded that everything about the institute was "fine" (14.2 percent).

- To support the finding that many institute components were "useful," there were more than five times as many "most useful" as "least useful" mentions.

- Seventy percent of the respondents considered the institute's organization "excellent," and 90 percent reported "extensive" opportunities to ask questions and present ideas.

- Furthermore, 55.4 percent of the respondents reported no need for any improvements at future institutes, or provided no answer to the item.

    - Of those suggesting any improvement, many comments were positive ideas, such as requests for more and longer workshops and institutes (8.8 percent mentions).

    - Other constructive suggestions included:

        . more parent and parent-child involvement in parent activiites (4.4 percent);

        . improvement of the logistics at the meeting site (3.9 percent);

        . holding the institute and translating its handouts into common non-English languages (2.4 percent);

        . devoting more attention to issues affecting older children and teens (1.5 percent); and,

        . inclusion of more information about getting and executing PIP grant proposals in the schools and Community School Districts (1.0 percent).

CONCLUSION AND RECOMMENDATIONS

In conclusion, based on the findings, the 1992 Parent Involvement Institute was a substantial success.

However, OREA recommends that:

- Parent Involvement Program institutes should continue to be held on an on-going basis.

- OPI allocate more time to the workshops and overall institute;

- OPI consider holding a separate institute exploring issues affecting older children and teenagers;

- OPI work to involve more parents in school and Community School District programs, such as the ones

presented at the institute, and include more of those parents aspresenters at future institutes;

- OPI provide explicit information about how to adopt and execute the programs described at the institute, including skills in getting PIP grants; and,

- OPI and institute site representatives revise the logistics of moving participants within the site.

ACKNOWLEDGEMENTS

This report was prepared, and the text word processed, by Ira J. Brandenburg of the Research Unit of the Office of Research, Evaluation, and Assessment (OREA), New York City Public Schools.

Edna Suarez-Colomba, Director of the Office of Parent Involvement, and Ali Calabrese, Parent Involvement Program Coordinator, provided administrative oversight for the institute. Thanks for reviewing this report go to them and to Mabel Payne, Manager of the Research Unit/OREA. Additionally, Ms. Payne is credited with implementing the design and development of the report.

Carolyn Jarvis coordinated the initial stages of the evaluation, and the evaluation questionnaire was developed by Ms. Jarvis and Lisa Abramson of the Office of Research, Evaluation, and Assessment (OREA).

The statistical tables were expertly word processed by Adetokunbo Sosanya, and thanks also go to Edgar Knispel for his invaluable aid in producing the graphic, "Useful and Not Useful Aspects."

Additional copies of this report are available from:

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I. INTRODUCTION

There is ample evidence in recent literature to suggest that parent involvement in the schools is a major contributory factor to the academic success of children. For instance, in a case study of parent involvement in a low-income area, M. Henning-Stout and L. A. Goode (1986) concluded from their own intervention program that "parent support is crucial to children's academic growth" (p. 75).

Likewise, a New York State Education Department publication, "Parent Partners" (n. d.), explains in its forward that "the partnership between parents and schools forms the foundation for effective learning on the part of the student" (n. p.).

PARENT INVOLVEMENT PROGRAM OBJECTIVES

The New York City Public Schools' central Office of Parent Involvement, under Edna Suarez-Colomba, Director, oversees the Parent Involvement Program, or PIP. The Office was organized in recognition of the importance of parents within the educational community.

Ms. Suarez-Colomba has delineated the mission of her Office in terms of these objectives:

- To assist and support parents in their efforts to create a home environment that encourages intellectual growth and academic achievement.
- To facilitate and encourage parental participation in the planning and implementation of school, borough, and citywide educational programs.

In meeting the second objective, parent participation in the New York City Public Schools, the Parent Involvement Program's mission is to strengthen ties between parents and the educational community of their children's schools and Community School District.

INSTITUTE OBJECTIVES AND PARTICIPATION

The Parent Involvement Program institute, held on April 15, 1992 had two goals:

- To showcase successful 1991-1992 components taking place in the schools and Community School Districts, and
- To provide help and encouragement to those parents who want to adopt, initiate, or expand the showcased institute programs in their children's schools and Community School District.

OPI invited the following groups of individuals to attend the PIP institute:

- Three to five parents from each participating PIP school;
- Members of the Chancellor's Parent Advisory Council;
- Superintendents, or their representatives, from participating PIP Community School Districts; and
- Members of the Citywide Parent Leadership Group.

EVALUATION OBJECTIVES

In order to determine the overall success of the institute, OREA set the following evaluation objectives:

- To identify institute participants as parents, or PIP coordinators or staff, or other interested individuals;
- To indicate aspects of the institute that participants judged were most and least useful;

- To detail the extent to which the participants perceived the institute to be well-organized, and they were offered opportunities to ask questions and present ideas; and,
- To cite the improvements that institute participants suggested.

EVALUATION METHODOLOGY

At the close of the institute, participants completed a questionnaire exploring their attitudes toward the institute. The Office of Parent Involvement (OPI) staff collected the questionnaires and forwarded them to OREA. During the Spring and Summer of 1992, OREA evaluators tabulated the responses, recommended changes for next year's institute, and published the results.

SCOPE OF THIS REPORT

This report consists of three sections: (1) an introduction detailing the Parent Involvement Program, the institute, and the evaluation objectives and methodology; (2) a description of the findings of the evaluation; and, (3) conclusion and recommendations that were suggested by the evaluation findings.

II. FINDINGS

Of the 352 individuals who attended the institute, 204 of them, or 58.0 percent, returned an evaluation form.

COMPOSITION OF THE INSTITUTE

First, respondents identified themselves on the questionnaire as parents, PIP Coordinators or staff, or others attending the institute. As indicated in Table 1, parents accounted for 56.4 percent of the sample.

USEFULNESS OF ASPECTS OF THE INSTITUTE

Respondents rated the usefulness to them of the institute's:

- workshops,
- content and the ideas discussed,
- handouts, and
- opportunities to network with people from other programs.

Individuals rated these four dimensions along a 4-point scale, where 4 was defined as "very useful" to them, down to 1, "not useful at all."

As indicated in Table 2, over one-half of the respondents rated each of the four aspects of the institute "4" on the 4-point scale. Moreover, in total, an average of 88.0 percent of the respondents gave the four institute aspects a rating of "4" ("very useful") or "3."

THE MOST AND LEAST USEFUL ASPECTS OF THE INSTITUTE

Respondents were also given the opportunity, on open-ended questions, to expand on the most and least useful aspects of the institute. Responses were divided into general and specific

TABLE 1

1992 PARENT INVOLVEMENT PROGRAM INSTITUTE
PARTICIPANTS' STATUS
(N=204)

ITEM	TOTAL RESPONDENTS N	%
Participant's Status		
Parent	115	56.4
PIP Coordinator	26	12.7
PIP Staff	13	6.4
Other	43	21.1
No Answer	7	3.4
Totals	204	100.0

- Parents, the chief targets of the institute, represented the largest proportion of questionnaire respondents at the institute.

TABLE 2

1992 PARENT INVOLVEMENT PROGRAM INSTITUTE
USEFULNESS TO PARTICIPANTS OF ELEMENTS
OF THE INSTITUTE
(N=204)

ITEM	RESPONDENTS' RATINGS									
	VERY USEFUL 4		3		2		NOT USEFUL AT ALL 1		NA[a]	
	N	%	N	%	N	%	N	%	N	%
Elements Rated:										
Workshops	134	65.7	53	26.0	5	2.5	5	2.5	7	3.4
Content/Ideas Discussed	132	64.7	58	28.4	3	1.5	3	1.5	8	3.9
Networking with People from Other Programs	117	57.4	52	25.5	15	7.4	5	2.5	15	7.4
Materials Distributed	111	54.4	61	29.9	18	8.8	5	2.5	9	4.4
Average of Ratings		60.6		27.4		5.0		2.2		4.8

[a] NA means no answer.

- Respondents considered the workshops, and the content and ideas discussed, to be the most useful aspects of the institute. However, the majority of individuals gave each institute component a top score of "4, very useful".

categories. General responses pertain to broad references about the institute's content and format. Specific responses indicate more detailed references. The results of this portion of the evaluation follow.

The Most Useful Aspects Of the Institute

As shown in Table 1 of the Statistical Appendix, the highest response rates, among the most useful aspects of the institute, comprised 81.9 percent of the mentions. Specific mentions accounted for 46.6 percent of all mentions, and 22.5 percent provided no answer to this item. (These data total more than 100 percent, due to multiple responses.)

With regard to general responses, the three highest scoring response categories were:

- Personal interaction among participants (26.5 percent mentions),
- Program successes in the schools (9.8 percent), and
- Institute format and speakers (9.3 percent).

References to the usefulness of "personal interaction among participants," included comments such as: "sharing ideas, programs, and plans with others" and "networking, communicating, and contacting [other] parents." The comments cited among "program successes in the schools" were: "[I] heard stories about other schools' programs" and "[I] can bring back ideas to my own school." Finally, with regard to the usefulness of the "institute format and speakers," respondents indicated a total of 11 different comments, although none received more than 2.9 percent mentions.

Turning to the specific aspects of the institute that respondents considered useful, the only frequently-cited category was parent involvement, with 8.3 percent mentions. Under this category individuals indicated the usefulness of "parent-teacher interaction [and] participation in [the] child's education," and "parent [participation] in meetings." Other specific response categories that respondents considered useful received 3.9 percent or fewer mentions.

The Least Useful Aspects of the Institute

Conversely, among the aspects of the institute that respondents considered least useful, general comments accounted for 10.9 percent of respondent citations, while specific comments made up 13.7 percent, for a total of one-quarter of all mentions. However, 78.4 percent offered "no answer" to this item, said they disliked nothing, or commented that everything about the institute was "fine." (Again, the response proportions totalled more than 100 percent, due to multiple responses.) The full response set can be found in Table 2 of the Statistical Appendix.

The general category of "least useful" comments led with time allocation, garnering 4.4 percent citations. Specifically, the sample referred most frequently to the lack of time available for the workshops.

With regard to specific mentions respondents considered "least useful," the chief response category was parent involvement (3.4 percent mentions). This category included such comments as: "talking to parents is not useful [or] pertinent,"

and "[there was] not enough parent involvement [or] exchange of ideas [in the institute]."

Comparing the Most and Least Useful Aspects of the Institute. In order to determine the overall degree of usefulness of the institute's components, OREA constructed an index comparing the open-end item frequencies of "most-" and "least useful" responses. The method for constructing the index involved dividing the frequency of "most useful" and "least useful" comments. Then, in order to arrive at a whole number, the result of the division was multiplied by 100, as shown below:

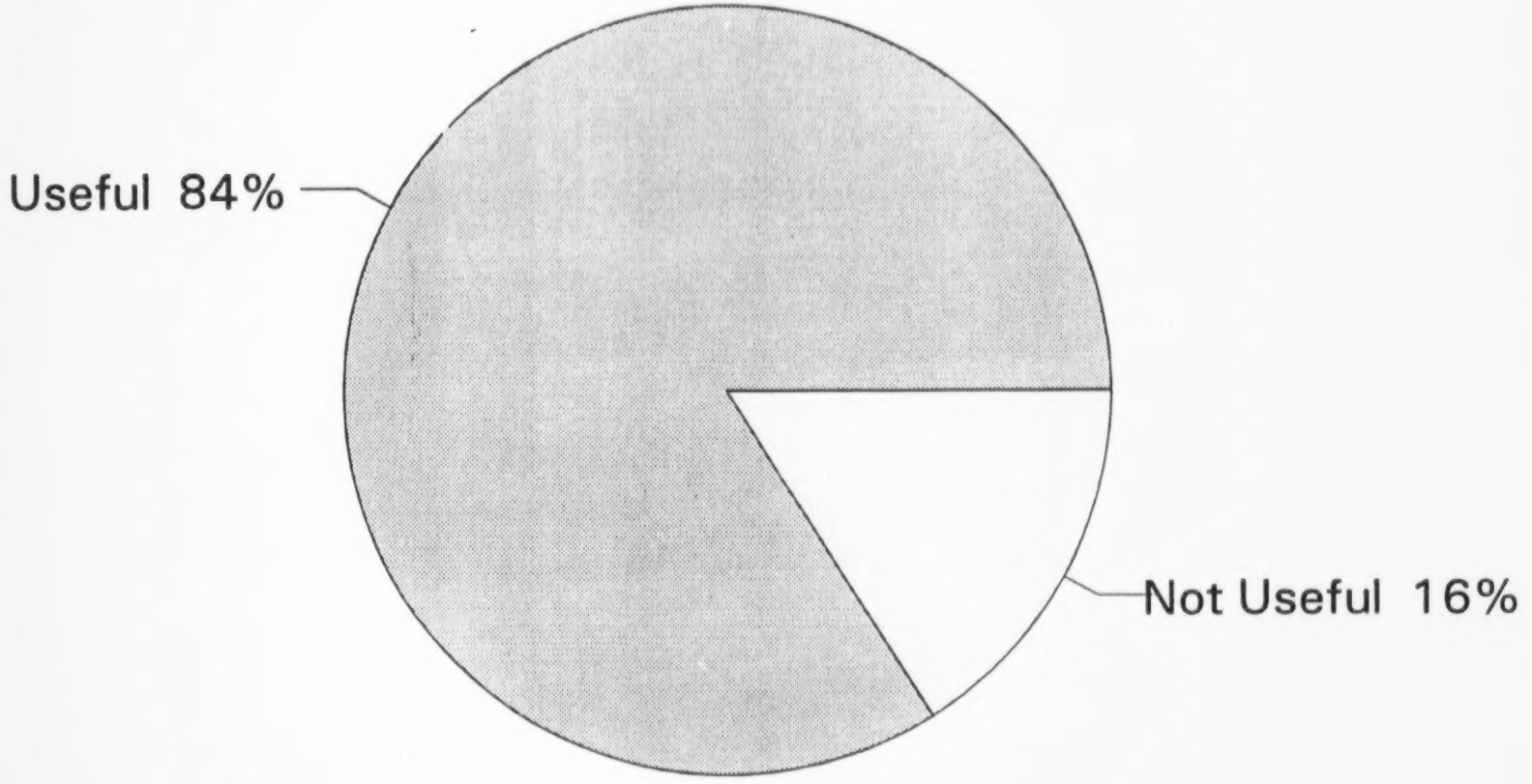
$$\frac{\text{NO. OF "USEFUL" MENTIONS}}{\text{NO. OF "NOT USEFUL" MENTIONS}} \times 100 = \text{USEFULNESS INDEX}$$

This index can be interpreted as follows: An index of 100 represents an equal number of "useful" and "not useful" elements, i. e., overall, the institute components were not judged primarily as "useful" nor "not useful" to respondents. An index above 100 indicates that the institute areas were considered more "useful" than "not useful." Conversely, an index below 100 represents a institute that respondents considered more "not useful" than "useful."

As shown in Figure 1, this procedure was completed for the current institute data. In all, respondents mentioned 262 "most useful" and 50 "least useful" comments. By dividing 262 by 50, then multiplying the result (5.24) by 100, the index equaled 524. This is shown on the following page:

FIGURE 1

USEFUL VERSUS NON-USEFUL ASPECTS



Note: Includes a total of 312 mentions.

$$\frac{\text{262 "USEFUL" MENTIONS}}{\text{50 "NOT USEFUL" MENTIONS}} \times 100 = 524 \text{ INDEX}$$

One should interpret this result as follows:

- Respondents more often considered aspects of the institute as "useful" as "not useful;" and,
- These individuals cited more than five times as many "useful" aspects as "not useful" aspects.

INSTITUTE ORGANIZATION AND OPPORTUNITIES TO ASK QUESTIONS AND PRESENT IDEAS

Respondents rated two other aspects of the institute on a 4-point scale: its organization (from "4, excellent" to "1, poor") and the opportunities to ask questions and present ideas (from "4, extensive" to "1, insufficient"). These data are shown in Tables 3 and 4, respectively.

As shown in Table 3, 95.1 percent of the respondents rated the organization of the institute either "4, excellent" or "3."

Individuals' perceptions of the sufficiency of opportunities for them to ask questions and present ideas are presented in Table 4. In total, 89.7 percent of the respondents considered the opportunities at the institute "extensive" ("4"), or gave a score of "3." Only 2.9 percent of the respondents considered there to be "insufficient" opportunities to ask questions and present ideas ("1").

SUGGESTIONS TO IMPROVE FUTURE INSTITUTES

Finally, respondents were asked, in an open-ended format, to suggest areas in which future Parent Involvement Program

TABLE 3

1992 PARENT INVOLVEMENT PROGRAM INSTITUTE
PARTICIPANTS' RATINGS OF THE INSTITUTE ORGANIZATION
(N=204)

ITEM	TOTAL RESPONDENTS N	%
4 (Excellent)	142	69.6
3	52	25.5
2	5	2.5
1 (Poor)	2	1.0
No answer	3	1.5
Totals	204	100.1[a]

[a] Total exceeds 100 percent due to rounding.

- Nearly every respondent, 95.1 percent, rated the organization of the institute "4, excellent" or "3".

TABLE 4

1992 PARENT INVOLVEMENT PROGRAM INSTITUTE
PARTICIPANTS' RATINGS OF THE SUFFICIENCY OF
OPPORTUNITIES TO ASK QUESTIONS AND PRESENT IDEAS
(N=204)

ITEM	TOTAL RESPONDENTS N	%
4 (Extensive)	131	64.2
3	52	25.5
2	12	5.9
1 (Insufficient)	6	2.9
No answer	3	1.5
Totals	204	100.0

- The majority of the sample, 64.2 percent, considered there to be "extensive" opportunities to ask questions and present ideas.

Institutes could be improved. The results are shown in Table 3 of the Statistical Appendix.

General and specific response categories accounted for 20.1 percent and 30.9 percent mentions, respectively, or 51.0 percent citations, in total. Another one-half of the sample: provided no answer to the question; indicated that they could make no reply, since the institute was fine as it was; or, gave other, irrelevant responses. (As before, the total proportions of the comments exceeded 100 percent, due to multiple responses.)

Among the general responses, 8.8 percent of the respondents cited the number and length of the institute and the workshops as areas for improvement. The comments associated with this response category included "wanting longer and more institutes [or] workshops" or "wanting more institutes." General categories also included 4.4 percent mentions about parent [and] parent-child concerns, for example, wanting "more parent involvement [and] interaction [during the institute]."

With respect to specific responses, 14.7 percent mentions were devoted to issues related to the workshops, including requests for "more workshops, programs, [and] sessions" and for "workshops geared to older children [and] teens." Another 5.4 percent mentions concerned information and handouts, with the focus on obtaining more such literature and about grants for projects in the schools and Community School Districts. Among other comments, 4.9 percent of the participants raised issues related to language and multiculturalism, such as holding

institutes or translating handouts into languages other than English.

Finally, there were 3.9 mentions concerning the logistics of the institute, including:

- Locating workshops nearer to the auditorium,
- Improving access from the auditorium to the workshops,
- Using guides to direct participants in the building, and
- Locating the institute nearer participants' homes.

III. CONCLUSIONS AND RECOMMENDATIONS

The 1992 Parent Involvement Program Institute was organized in order to encourage more parents to participate in the education of their own children, and in the educational process in their neighborhood schools and Community School District. To achieve this goal, 352 participating parents, PIP coordinators and staff, and other interested individuals met to hear and respond to exemplary parent-centered initiatives in the New York City Public Schools.

Based on the individuals who attended the institute and responded to a self-administered evaluation of it, **the institute can be considered a substantial success.**

This conclusion is founded on the highly favorable results of the evaluation with regard to:

- The usefulness of the institute workshops, content and ideas that were discussed, handouts that were distributed, opportunities to network with other participants, and other, spontaneous mentions of the "most-" and "least useful" aspects of the institute;
- The preponderance of "most useful" over "least useful" aspects of the institute, by a ratio of more than five-to-one;
- The highly rated organization of the institute and its workshops;
- The well-regarded opportunities to ask questions and present ideas; and,
- The constructive participant-generated improvements suggested for future institutes.

RECOMMENDATIONS

After analyzing respondents' comments, ratings, and suggestions for institute improvement, OREA makes the following recommendations:

- Parent Involvement Program institutes should continue to be held on an on-going basis.
- The Office of Parent Involvement (OPI) should endeavor to increase the time scheduled for the institute, at least to a full day event, so as to:
  - lengthen workshops;
  - add more workshop options to each participant's agenda; and/or,
  - provide more discussion and question-and-answer time at each workshop session.
- OPI should provide written information about their PIP grant-writing series, as well as how to initiate and administer the programs that parents see at the institute.
  - Preferably, this information would be written in parents' own first languages.
- OPI should endeavor to provide mini-institutes in a central location in each borough, so parents can more easily attend.
- OPI and institute site representatives should provide greater coodination so institute activities can be in closer proximity to one another.
- OPI should explore the possibility of implementing a institute that focuses on parenting skills, parent-child relationships, and special topics of interest to particular age groups; for example, older children and teenagers.
  - Topics might include drug abuse and prevention, job search skills development, and preventing sexually-transmitted diseases.

STATISTICAL APPENDIX

TABLE 1

PARTICIPANTS' PERCEPTIONS OF THE MOST USEFUL ASPECTS
OF THE 1992 PARENT INVOLVEMENT PROGRAM (PIP) INSTITUTE
(N=204)

ITEM	TOTAL RESPONDENTS N	%
GENERAL COMMENTS	167	81.9
Personal Interaction	54	26.5
Sharing ideas/programs/plans with others	22	10.8
Networking/communication/ contacts with parents and others	20	9.4
Opportunity for direct parent participation	6	3.0
Finding out how to organize/ develop programs in own school	5	2.5
Finding supportive teachers/parents	1	0.5
Program Successes in Schools	20	9.8
Heard [success] stories about other schools' programs	14	7.4
Can adopt ideas for own school	6	3.0

(Continued)

TABLE 1

PARTICIPANTS' PERCEPTIONS OF THE MOST USEFUL ASPECTS
OF THE 1992 PIP INSTITUTE
(N=204)

ITEM	TOTAL RESPONDENTS N	%
GENERAL COMMENTS (Continued)		
Institute Format/Speakers	19	9.3
Questions asked	6	2.9
Good speakers/presenters	3	1.5
Visual presentations/videos		
Explanations in workshops/ presentations	2	1.0
Activities (non-spec.)	2	1.0
Others[a]	6	3.0
Variety (non-spec.)	11	5.4
Variety of school programs/ideas	7	3.5
Variety of available grants	2	1.0
Variety of workshops	2	1.0
Interest in PIP Workshops (non-spec.)	9	4.4

(Continued)

[a] "Others include 6 remarks receiving one mention each: Multimedia presentations, linking workshops together, topics (non-spec.), discussion (non-spec.), presenters encouraging parent invlovement, and opening remarks.

TABLE 1

PARTICIPANTS' PERCEPTIONS OF THE MOST USEFUL ASPECTS
OF THE 1992 PIP INSTITUTE
(N=204)

ITEM	TOTAL RESPONDENTS N	%
GENERAL COMMENTS (Continued)		
Liked idea of PIP itself	1	0.5
Other General Comments	54	26.5
Informative/good ideas (non-spec.)	16	7.9
New/different ideas about parent involvement	12	5.9
Excellent/good/useful/well-organized institute/workshops	6	3.0
Enjoyed choral group/concert	6	3.0
Liked materials distributed/ handouts	5	2.5
Liked everything	3	1.5
Liked idea of holding workshops	2	1.0
Others*	4	2.0

(Continued)

* "Others" include 4 remarks receiving one mention each: Useful/helpful to me/will use with own children, encouraged further involvement/organization, understands issues in today's world, and liked chairman's message.

TABLE 1

PARTICIPANTS' PERCEPTIONS OF THE MOST USEFUL ASPECTS
OF THE 1992 PIP INSTITUTE
(N=204)

ITEM	TOTAL RESPONDENTS N	%
SPECIFIC COMMENTS	95	46.6
Parent Involvement	17	8.3
Parent-teacher interaction/ participation in child's education	6	3.0
Parent participates in meetings	3	1.5
Parents helping parents/teamwork	2	1.0
Parent-child interaction (non-spec.)	2	1.0
Others[a]	4	2.0
Emotional Problems	8	3.9
Child/adult anger/"Getting Past Your Anger" topic	8	3.9
School Mentions	5	2.5
Provided information about/ what's going on in other schools	4	2.0
Can compare own school with Others	1	0.5

(Continued)

[a] "Others" include 4 remarks receiving one mention each: Educating parents, getting parents out on Parent's Night, the PACT program (at PS 144Q), and don't feel alone in wanting to help children.

TABLE 1

PARTICIPANTS' PERCEPTIONS OF THE MOST USEFUL ASPECTS
OF THE 1992 PIP INSTITUTE
(N=204)

ITEM	TOTAL RESPONDENTS N	%
SPECIFIC COMMENTS (Continued)		
Muticultural Education	5	2.5
"Multicultural Education" speaker	3	1.5
Others[a]	2	1.0
Basic Skills Help	3	1.5
Helps child with language skills (e.g., reading,writing)	1	0.5
Homework skills/tips for parents	1	0.5
Helps child develop ideas	1	0.5
Special Education Topics	1	0.5
District Involvement	1	0.5
Learning about money that districts can offer	1	0.5

(Continued)

[a] "Others" include 2 remarks receiving one mention each: Helping children of different backgrounds, ESL mentions.

TABLE 1

PARTICIPANTS' PERCEPTIONS OF THE MOST USEFUL ASPECTS
OF THE 1992 PIP INSTITUTE
(N=204)

ITEM	TOTAL RESPONDENTS N	%
SPECIFIC COMMENTS (Continued)		
Other Specific Topics	9	4.5
The P.A.L.S. Program	2	1.0
The P.R.I.M.E. Program	1	0.5
Family physical fitness	1	0.5
Dealing with the adolescent	1	0.5
Family workshop	1	0.5
Opportunity to learn other languages	1	0.5
The K-8 library	1	0.5
The science program/science in District 6	1	0.5
Don't Know	1	0.5
No Answer	46	22.5
Total of Most Useful Aspects[a]	262	

[a] This statistic represents the 158 respondents, or 77.5 percent of the 204 respondents who replied to the question.

- In general, respondents most frequently cited the personal interaction among other participants as the "most useful" aspect of the institute. The chief specific comments concerned the opportunity for parents to become involved in their child's education.

TABLE 2

PARTICIPANTS' PERCEPTIONS OF THE LEAST USEFUL ASPECTS
OF THE 1992 PARENT INVOLVEMENT PROGRAM (PIP) INSTITUTE
(N=204)

ITEM	N	%
GENERAL COMMENTS	22	10.9
Time Allocation	9	4.4
Not enough time/limited time in workshops	7	3.4
Institute too long	2	1.0
Portion of Institute	5	2.5
The presentations/incomplete presentations	3	1.5
The opening session	2	1.0
Organization of Institute	2	1.0
Some workshops not well-organized	2	1.0
Choice of Location	1	0.5
Wanted more local location	1	0.5

(Continued)

TABLE 2

PARTICIPANTS' PERCEPTIONS OF THE LEAST USEFUL ASPECTS
OF THE 1992 PIP INSTITUTE
(N=204)

ITEM	N	%
GENERAL COMMENTS (Continued)		
Other General Comments	5	2.5
Institute too general/comments too vague	3	1.5
Lack of focus	2	1.0
SPECIFIC COMMENTS	28	13.7
Parent Involvement	7	3.4
Talking to other parents not useful/pertinent	3	1.5
Not enough parent involvement/ exchange of ideas	3	1.5
Parents unable to ask questions of coordinators	1	0.5
Speakers	5	2.5
Speakers' talks often irrelevant to topic title	2	1.0
Lack of motivating speakers	1	0.5
Speakers overused examples	1	0.5
Unfriendly/intolerant attitudes of speakers	1	0.5
Logistics	4	2.0
Bottleneck at/too few elevators	3	1.5
Some rooms too crowded	1	0.5

(Continued)

TABLE 2

PARTICIPANTS' PERCEPTIONS OF THE LEAST USEFUL ASPECTS
OF THE 1992 PIP INSTITUTE
(N=204)

ITEM	N	%
SPECIFIC COMMENTS (Continued)		
Lack of Specific Topics	3	1.5
No science workshop	1	0.5
No information about sibling rivalry	1	0.5
Limited discussion of parent job skills	1	0.5
Child-Centered Remarks	3	1.5
Programs/workshops don't help children learn more	1	0.5
Don't help parents with child-rearing advice	1	0.5
Want schools to help child	1	0.5
Discussion of After-School Programs	1	0.5

(Continued)

TABLE 2

PARTICIPANTS' PERCEPTIONS OF THE LEAST USEFUL ASPECTS
OF THE 1992 PIP INSTITUTE
(N=204)

ITEM	N	%
SPECIFIC COMMENTS (Continued)		
Other Specific Comments	5	2.5
Limited language facilities	1	0.5
Too much talk about drugs	1	0.5
Didn't like handouts	1	0.5
Disapproved of parent lending library	1	0.5
Too many questions about PIP	1	0.5
Don't Know	1	0.5
No Answer	131	64.2
Nothing disliked/everything was fine	29	14.2
Other/irrelevant responses	1	0.5
Total of Least Useful Aspects[a]	50	

[a] This statistic represents 160, or 78.4 percent, of the 204 respondents who replied to the question.

- Concerns about the time allocated for the workshops, and the involvement of parents received the most mentions of "least useful" aspects. However, most respondents, 78.4 percent, gave no response, or commented that "everything was fine."

TABLE 3

1992 PARENT INVOLVEMENT PROGRAM (PIP) INSTITUTE
PARTICIPANTS' SUGGESTIONS TO IMPROVE FUTURE INSTITUTES
(N=204)

ITEM	TOTAL RESPONDENTS N	%
GENERAL COMMENTS	41	20.1
Number/length of Institute/ Workshops	18	8.8
Want longer institute/workshops	11	5.4
Want more institutes	6	2.9
Split workshops so all participants are exposed to all workshops	1	0.5
Parent/Parent-Child Involvement	9	4.4
More parent involvement/interaction	8	3.9
More parents with children	1	0.5
Involvement of Others	3	1.5
More outside professionals	2	1.0
Invite larger groups of participants	1	0.5
More active/experiential workshops	2	1.0
More School Involvement	1	0.5

(Continued)

TABLE 3

1992 PIP INSTITUTE
PARTICIPANTS' SUGGESTIONS TO IMPROVE FUTURE INSTITUTES
(N=204)

ITEM	TOTAL RESPONDENTS N	%
GENERAL COMMENTS (Continued)		
Other General Comments	8	3.9
Continue to hold institutes	4	2.0
More networking	3	1.5
Keep institute more focused	1	0.5
Hold semi-annual or quarterly institutes	1	0.5
SPECIFIC COMMENTS	62	30.4
Workshops	29	14.3
More workshops/programs/sessions	15	7.3
Want workshops geared to older child/teen	3	1.5
Arrange workshops as walk-in booths	2	1.0
Want larger workshop rooms	2	1.0
Prepare agenda for workshops/ more focussed workshops	2	1.0
Want more question/answer time in workshop	2	1.0
Others[a]	3	1.5

(Continued)

[a] "Others" include 3 remarks receiving one mention each: present some workshop content in opening session, add "drugs" to workshop topics, want more childcare workshops.

TABLE 3

1992 PIP INSTITUTE
PARTICIPANTS' SUGGESTIONS TO IMPROVE FUTURE INSTITUTES
(N=204)

ITEM	TOTAL RESPONDENTS N	%
SPECIFIC COMMENTS (Continued)		
Information/Handouts	11	5.4
Want more handouts/information (non-spec.)	3	1.5
Want information about PIP grants	2	1.0
More publicity needed	2	1.0
Others[a]	4	2.0
Language/Multiculturalism	10	4.9
Hold/translate institutes into languages other than English	5	2.4
Want more multicultural issues/programs	2	1.0
Translate handouts into other languages	2	1.0
Help parents learn to speak/ understand English	1	0.5

(Continued)

[a] "Others" include 4 remarks receiving one mention each, as follows: Issue newsletter to parents about innovation programs, want information to bring to child's school, explain the handouts, and want better handouts.

TABLE 3

1992 PIP INSTITUTE
PARTICIPANTS' SUGGESTIONS TO IMPROVE FUTURE INSTITUTES
(N=204)

ITEM	TOTAL RESPONDENTS N	%
SPECIFIC COMMENTS (Continued)		
Logistics	8	3.9
Locate workshops in areas easier to reach	4	2.0
Want workshops nearer to opening session	2	1.0
Want more parking	1	0.5
Use guides to direct parents	1	0.5
Timing of Institute	4	2.0
Specify correct time to arrive at institute	1	0.5
Want weekend institute	1	0.5
Want multiday institute	1	0.5
Need release time for staff	1	0.5
Role of Administrators	2	1.0
Encourage administrative participation in institute	1	0.5
More administrators to be receptive to/involved with parents	1	0.5
Evaluation	2	1.0
Include evaluations of each workshop/speaker	2	1.0

(Continued)

TABLE 3

1992 PIP INSTITUTE
PARTICIPANTS' SUGGESTIONS TO IMPROVE FUTURE INSTITUTES
(N=204)

ITEM	TOTAL RESPONDENTS N	%
SPECIFIC COMMENTS (Continued)		
Other Specific Mentions	7	3.4
Provide training for parents	1	0.5
Need baby-sitting service for parents	1	0.5
Want "HS graduation requirements" workshop	1	0.5
Make P.R.I.M.E. program available to more schools	1	0.5
Invite speakers from outside N.Y.	1	0.5
Discuss child abuse	1	0.5
Discuss H.I.V./AIDS	1	0.5
Don't Know/No Answer	103	50.5
No suggestions/institute fine as is	11	5.4
Other/unrelated responses	2	1.0
Total Suggestions*	104	

* This statistic represents 91, or 44.6 percent, of the 204 respondents who replied to the question.

- The most often mentioned suggestions for improving future Parent Involvement Program institutes relate, in general, to increasing the number and length of the institute and workshops. Specific suggestions include references to additional workshop topics.

REFERENCES

REFERENCES

Goode, L. A. and Henning-Stout, M. Parent involvement in a low-income neighborhood primary school: A program illustration. Special Services in the Schools, 1986, 2, p. 63.

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QUESTIONNAIRE

NEW YORK CITY PUBLIC SCHOOLS

JOSEPH A. FERNANDEZ
CHANCELLOR

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF RESEARCH, EVALUATION AND ASSESSMENT

OFFICE OF PARENT INVOLVEMENT
PARENTS AS PARTNERS WITH SCHOOLS
"PIP at PACE"

PACE UNIVERSITY
April 15, 1992

The Office of Research, Evaluation and Assessment has been asked to evaluate the 1991-92 Parent Involvement Program conference. Your answers to the questions below will provide information to improve the program. Your answers are confidential.

Thank you for your assistance

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1. Your position (Please circle.)

   1. Parent
   2. PIP Coordinator
   3. PIP Staff
   4. Other _____
      Specify

2. Please rate the following aspects of the day's program in terms of their usefulness to you. Circle 1 - not useful at all to 4 - very useful.

a.	Workshops	1	2	3	4
b.	Content/Ideas discussed	1	2	3	4
c.	Materials distributed	1	2	3	4
d.	Networking with people from other programs.	1	2	3	4

3. How well was the conference organized? Circle 1 - Poor to 4 - Excellent.

   1 2 3 4

4. Were there sufficient opportunities to ask questions and present ideas? Circle 1 - Insufficient to 4 - Extensive.

   1 2 3 4

5. What were the most useful aspects of the conference?

_____

_____

_____

6. What were the least useful aspects of the conference?

_____

_____

_____

7. Please list suggestions to improve future conferences.

_____

_____

_____